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Sallust are by comparison very chary in the use of it. Consequently, it appears that the pupils are being drilled in a trick which they will have very slight opportunity to employ thereafter, and which as a result they can only retain with as great an effort as was required to learn it.

The common rules of infinitive construction and of subjunctive in subordination or by attraction, they can learn in other passages, where the sense is simpler and more straightforward, and where even the most rigorous teacher would hardly require the reproduction of the original form. Why not then be content with this and make these speeches as little of a difficulty as possible? No evil result in the progress of the pupils is to be apprehended.

They may be simplified by being turned into the direct form by the teacher or editor, and in this form presented to the pupils, a method which seems to me to combine many advantages. Or the pupils may be required to translate without rigid analysis, and the teacher remain satisfied if the sense is approximately obtained. The rule for the infinitive is not difficult and is the important idiom; the tense relations of the subordinate clauses are sufficiently like the English to give the pupil little difficulty if he is let alone. Nor will he bother about pronominal changes, unasked.

Later if desired after the narrative of the four or five books is completed, the pupils may be drilled in *Oratio Obliqua*. But even then it can only be a linguistic exercise and adds nothing to the interest of the teacher, to the appreciation of style, to the actual command of the language.

Why not, then, defer this drill until the pupil is sufficiently grounded in the governing principles to make it a simple, logical exercise?

Gonzalez Lodge

Teachers' College, Columbia University

Tu similis flori appares,
Tam pulchra quam dulcisque pia,
Adspiciens te dolor me capit,
Et Animam triste afficit.

Mi'est, asci in caput tuum
Essent ponendae mihi manus,
Obsecrans deum te servare
Et bonam et dulcemque piam.

In the above I send you a Latin rendering of Heine's familiar stanzas:

Du bist wie eine Blume
So hold und schön und rein;
Ich schau dich an, und Wehmut
Schleicht mir in's Herz hinein.

Mir ist, als ob ich die Hände
Auf's Haupt dir legen soll't,
Betend, dasz Gott dich erhalte
So rein so schön und hold.

Adolphe Dreysspring

Nov 15, 1902

887 Brook Ave, N Y

Prospectus for 1903-1904

To Whom it May Concern:

An editorial committee of Latin teachers from the High Schools in New York City will begin on Oct 1, 1903, the publication of the *fourth volume* of THE NEW YORK LATIN LEAFLET, a small four-page weekly sheet devoted primarily to the discussion of Latin or Greek topics touching the secondary field of Latin and Greek instruction. Latin will naturally continue to be the predominant feature. On the editorial committee and among the contributors are now representatives from seven of the New York High Schools, from The Normal College, The College of the City of New York, The Brooklyn Latin School, The Brooklyn Polytechnic Institute, Newark Academy, The Hotchkiss School, The Teachers' College, Packer Collegiate Institute, Adelphi College, The New York University, and Columbia University. Other local institutions will be represented as the work of organization goes on. This arrangement not only makes the editorial quotient small, but insures that the matter for publication will be of a reasonably high order; and, while an effort will be made to keep closely to the practical, no bar will be placed to contributions from any source bearing on the classics which the narrow limits of the publication will admit. The size of the little publication is indicated by this prospectus. To secure effectiveness, it will appear weekly during 25 weeks of the school year.

Owing to the extremely narrow constituency which such a technical publication as this naturally commands, the editorial committee has seen fit to give the paper a practical goal, such as the establishment of a High School College Entrance Scholarship Fund, to which every penny over and above the expenses of the publication will be devoted. It has been thought wisest to place all the money secured, at the end of each year, in the hands of Trustees. Consequently, Mr Arthur S Somers, Ex-Commissioner of Education, Dr Nicholas Murray Butler of the College Entrance Examination Board and Mr Frederick D Mollenhauer of The Mollenhauer Sugar Refinery have kindly consented to take charge of this Fund in trust, and the money so far paid in is now in their hands.

All the labor involved, except the mechanical labor of printing, is a labor of love. To pay the expenses of publication, however, three columns will be open to advertising, and already assurances have been given for enough high class advertisements to vouchsafe for all expenses for another year in advance. Thus the financial part of the undertaking has been made as solid as a rock.* This leaves all money in the shape of subscriptions to the paper sacred to the Scholarship Fund. An attempt will be made to secure a permanent Fund of six thousand (\$6000) dollars, which will yield, say, three hundred (\$300) dollars, for an annual award. THE LATIN LEAFLET

*THE LEAFLET has lived long enough to demonstrate its practical value as an advertising medium, especially to publishers, and the increasing cheerfulness with which our advertisers renew their contracts from year to year is a matter of gratification to the Editorial Committee. THE LEAFLET is easily the best medium for reaching the classical teachers of the country, owing to its small size and large circulation. We cannot, of course, expect to attract publishers who have no books worth advertising or who desire to make their advertising conditional on the adoption of one or more of their publications.